**K-5 ELA Lesson Plan**

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| **Teacher:**  **Anna Potts, Michelle Lee, Brittany Baldwin** | | **Grade:**  **2nd Grade** | | | **Date(s)**: 9/6/12 Day 1 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Task 3 | | |
| **Essential Question(s): How do good writers tell the story of someone else’s life?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Chart paper**  **White board/markers**  **Engaging scenario**  **Paper**  **Markers** | | | | **Audience- a group of listeners or spectators**  **Biography- an account of a person’s life written by another person.**  **Interview- asking questions to find information about a person’s life.** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **L.2.2.** **Demonstrate command of the conventions of standard English capitalization, punctuation**, and spelling **when writing**.  **I Can Statement(s):** I can demonstrate how to use standard capitalization and punctuation when I write.  **Instructional Plan:**   * **Teacher will begin a discussion on the difference between question and statements by creating a t-chart.** * **Teacher will model for students what a question would look like and what a statement would look like pointing out capitalization, wording, and punctuation.** * **Have students sit with partners around the room. Review how you should sit with a partner on the floor when doing partner work (face to face)** * **Students will each have a white board. They will take turns asking questions about each other and answering them. When a question is asked they will both practice writing the question the best they can, and then will do the same thing for the answer.** * **Students will return to the carpet. They will introduce their partner and tell one interesting fact that they learned about them.** * **Relate to get to knowing the characters in our own classroom.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice   * Independent | **Reading**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  **I Can Statement(s):** I can follow the rules of discussion.  **Instructional Plan:**   * **Teacher will have the engaging scenario posted, and will read aloud to the students as they follow along.** * **Discuss any unknown words from the scenario** * **Explain what an interview is and discuss how the news broadcasters on TV get their information about people through interviews.** * **Show clip of a news reporter.** * **Refer back to the beginning activity and explain how they interviewed their partner. Have the students’ brainstorm a list of what types of things make up an interview.** * **Teacher will model an interview (partner teaching, puppets, video, etc)** * **Students will work with their table groups to come up with good interview questions based on how the interview was modeled. Teacher will walk around to guide the groups.** * **Students will share with the class good interview questions, and explain why they think those are good questions. (We ask questions to find out facts. Explain difference between fact and opinion).** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Word Study**  **Standards: RF 2.3 b** Know and Apply vowel teams.   * **I Can Statement(s):** I know the sounds and spelling for common vowel teams.   **Instructional Plan:**   * **Teacher will introduce how to play the review spelling word game called sparkle.** * **Students will stand in a circle on the carpet. The teacher will call out a spelling word. The students spell out the word one letter at a time taking turns going around the circle. When a student is incorrect they have to sit down. The last person standing is the winner.** * **Practice several times so that they understand how to play the game, and so that they are practicing their words.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **I Can Statement(s):** I can follow the rules of discussion.  **Instructional Plan:**   * **See the Writing and Reading plans.** | | | | |
| **Closing/Summarizing Strategy** | **Have students sort with their table appropriate and inappropriate interview questions.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Have students choose a biography from a book basket and develop questions they would ask that person.** | | **Teacher will provide more assistance when developing questions.** | | | **Have students paired with another student for all activities.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Group questions and discussion | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |